C
C 76nw H
1894/95

CONNECTICUT SCHOOL DOCUMENT
No. 11

UNIVERSITY OF ILLINOIS LIBRARY
AUG 2 0 1918

CATALOGUE

STATE

NORMAL-TRAINING SCHOOL

WILLIMANTIC, CONNECTICUT

SIXTH YEAR

1894-95



1895

CONTENTS

	Page
Office Hours, etc.	3
Calendar for 1894–95	4–5
Members and Officers of State Board of Education	6
List of Teachers	7
Government of the School	8
Opening of the School	9
New Building	9
Attendance	10
Terms of Admission	10–13
Course of Study	14
Notes on the Course of Study	15–18
Training Department	19
Expenses	19
Visitors	20
Library	20
Graduation	20
List of Students	22–24
Summary	24



NORMAL SCHOOL BUILDING, WILLIMANTIC, JULY, 1894.

Digitized by the Internet Archive
in 2012 with funding from
University of Illinois Urbana-Champaign

http://archive.org/details/catalogue189495conn

For catalogues and information, address PRINCIPAL OF STATE NORMAL-TRAINING SCHOOL, WILLIMANTIC, CONNECTICUT.

Business pertaining to the school will be attended to on application at the Principal's office.

The catalogue is published annually.

CALENDAR

1894	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sept.							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30						
Oct.		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
Nov.					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	
Dec.							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
1895							
Jan.			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
Feb.						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28		
Mar.						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						
April		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				

1895	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
May				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	
June							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30						
July		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
Aug.					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
Sept.	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
Oct.			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
Nov.						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
Dec.	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

CALENDAR

		1894.
School year begins	Tuesday morning	September 4
Thanksgiving recess begins	Wednesday night	November 28.
Thanksgiving recess ends	Monday noon	December 3.
Christmas recess begins	Friday night	December 21.
		1895.
Christmas recess ends	Wednesday morning	January 2.
Spring recess begins	Thursday night	March 21.
Spring recess ends	Monday noon	April 1.
Memorial Day	Thursday	May 30.
School year ends	Friday	June 21.

Vacation of ten weeks.

School year begins	Tuesday	September 3.
Thanksgiving recess begins	Wednesday night	November 27.
Thanksgiving recess ends	Monday noon	December 2.
Christmas recess begins	Friday night	December 20.

BOARD OF EDUCATION

LUZON B. MORRIS, Governor	New Haven
ERNEST CADY, Lieutenant-Governor	Hartford
WILLIAM G. SUMNER	New Haven
EDWARD D. ROBBINS	Wethersfield
ANTHONY AMES	Danielsonville
GEORGE M. CARRINGTON	West Winsted

CHARLES D. HINE, *Secretary*	New Britain

TEACHERS

George P. Phenix *Natural Science ; Principles of Teaching.*	194 North St.
Jennie E. Chapin *Mathematics; Writing; Gymnastics*	63 Bellevue St.
Emeline A. Dunn *Drawing*	12 Oak St.
May A. Avery *Biology; Chemistry*	33 Spring St.
Edith S. Norton *Model School*	63 Bellevue St.
Edith C. Foster *Model School*	Windham St.
*Nancy E. Mather *Cooking*	
Anna A Bubser *Model School*	263 Prospect St.
Casper Isham *Model School*	230 Church St.
Emma F. Pilling *Model School*	49 Chestnut St.
Adeline S. Wallace *Model School*	193 North St.
Georgietta Hooker *Model School*	94 Prospect St.
Emily J. Lange *Model School*	31 Bellevue St.
Mary G. Henderson *Model School*	193 North St.
Delia E. St. John *Model School*	84 Spring St.
Mabel I. Jenkins *History; English; Geography*	Walnut St.
Blanche M. Boardman *Kindergarten*	122 Windham St.
Caroline E. Meacham *Kindergarten*	122 Windham St.
Martha B. Chapin *Kindergarten*	122 Windham St.
Caroline Hendrickson *Model School*	Windham St.
Harriette Wilson *Singing*	
Evangeline St. Clair Champlin *Librarian*	

* Leave of absence for present year.

GOVERNMENT OF THE SCHOOL

The school is conducted under the following law:

SECTION 1. The State board of education shall maintain normal schools as seminaries for training teachers in the art of instructing and governing in the public schools of this State, at the places where such schools are legally established, and such sum as the State board of education may in each year deem necessary for their support, not exceeding eighty thousand dollars for the four normal schools now established, shall be annually paid therefor from the treasury of the State, on the order of said board. But the board shall not expend any money for any normal school hereafter established, until the town, city, or city school district in which said school is situated shall have agreed in writing with said board to furnish, and shall have furnished schools in suitable and sufficient school buildings in connection with the training department in said school, the terms of said agreement to be satisfactory to said board; and every such town, city, or city school district is hereby empowered to make and execute such agreements.

SEC. 2. The number of pupils in each school shall be determined by the State board of education. Said board may make regulations governing the admission of candidates. To all pupils admitted to either normal school, all its privileges, including tuition, shall be gratuitous; no persons, however, shall be entitled to these privileges until they have filed with said board a written declaration that their object in securing admission to such school is to become qualified to teach in public schools, and that they intend to teach in the public schools of this State.

SEC. 3. The school visitors in each town shall annually, upon request, forward to said board the names of such persons as they can recommend as suitable persons in age, character, talents, and attainments to be received as pupils in said school.

SEC. 4. The State board of education shall expend the funds provided for the support of normal schools, appoint and remove their teachers, and make rules for their management; shall file semi-annually with the Comptroller, to be audited by him, a statement of the receipts and expenses on account of the normal schools, and shall annually make to the Governor a report, for transmission to the General Assembly, of the condition of these schools, and the doings of said board in connection therewith.

Sec. 5. Said board may establish and maintain model schools under permanent teachers approved by it, in which the pupils of the normal schools shall have an opportunity to practice modes of instruction and discipline.

OPENING OF THE SCHOOL

The school was definitely located at Willimantic by a resolution of the General Assembly in 1889, and was opened Tuesday morning, September 3, 1889, in rooms over the Willimantic Savings Institute, corner of Main and Bank streets.

THE NEW BUILDING

The new building so long waited for is now nearly ready for occupancy.

The building was designed in the form of a cross, the erection of the north wing, however, has been deferred for the present.

The width of the building from east to west is one hundred and eighteen feet, the depth (exclusive of the north wing) is eighty-six feet.

There are four floors. On the ground floor are the cloak room; the physical laboratory, fifty-six by twenty-five feet; the science class room, twenty-four by thirty feet; a room for manual training, and two recitation rooms. On the floor above are the reception room, the principal's office, the assembly room, the library, and the English class room. The library is an attractive room, forty-six feet long and twenty-three feet wide. The library and assembly room are adjacent, and the English room is just across the hall from the library. The two remaining floors are similarly divided into rooms. The gymnasium and the chemical laboratory are both on the top floor.

The seats and desks in the general study room are of the most approved pattern — readily adjustable to the height of the pupils.

The heating and the ventilation have both been carefully provided for. A large fan in the cellar forces air over steam-pipes into the rooms, and a second fan near the roof exhausts the air, thus maintaining a constant supply of warm fresh air in all weathers.

The model schools are on the south side of Valley street, just opposite the new building. The value of the model schools to the normal school will be greatly increased by their nearness.

The cut on the first page gives an idea of the building as it appeared in July, 1894.

ATTENDANCE

Twenty-three towns are represented as follows:

Ashford	2	New London	2
Bozrah	1	Norwich	7
Brooklyn	2	Plainfield	5
Chaplin	1	Preston	1
Chatham	1	Putnam	1
Columbia	2	Salisbury	1
Coventry	8	Scotland	1
Killingly	2	Sprague	1
Lebanon	2	Stafford	2
Lyme	1	Thompson	2
Mansfield	3	Windham	18
Montville	2		
		Total	68

Counties	Pupils	Towns
Middlesex	1	1
New London	19	9
Tolland	15	4
Windham	32	8
Litchfield	1	1
Total	68	23

Other States — Rhode Island, 1; Total . . 69

TERMS OF ADMISSION

The Regular Examinations for Admission are held in different parts of the State in the month of *August* and at the Normal School Building on the first day of the school year. The examinations are wholly in writing.

In the summer of 1894 examinations will be held in the following towns:

Hartford	New Haven	Norwich
New Britain	Meriden	New London
Thompsonville	Waterbury	Stonington
	Derby	Colchester
Bridgeport		
South Norwalk	Winsted	Rockville
Stamford	New Milford	Stafford Springs
Danbury	Litchfield	Ellington
	Canaan	
Middletown		Willimantic
Old Saybrook		Putnam
		Plainfield

Dates and places of entrance examinations will be given upon application to the Principal.

Certificates of Graduation from High Schools or State Teachers' Certificates are accepted in place of examinations.

Three Years' Successful Experience in Teaching will also be accepted in place of examination. Those intending to enter under this provision should correspond with the Principal.

Age. — No one under sixteen can be admitted to the school.

Testimonials. — Each candidate must bring satisfactory testimonials as to character and attainments from a teacher and a school visitor of the town in which the candidate resides.

Intention to Teach. — All candidates must sign a written declaration that their object in securing admission to the school is to become qualified to teach in public schools, and that they intend to engage in that employment in this State.

The object of this school is to fit young men and young women to teach successfully in the common schools of this State. By untrained, inexperienced, and ignorant persons children are taught badly, their time is wasted, and their intellects are deteriorated.

Requirements. — The requirements for admission can usually be met by one who has a good common school education in English, Arithmetic, Geography, and United States History. It is thought better to admit those who

have a good knowledge of these subjects, and train them to become teachers, than to require a high school or a college education. Those, however, who have a broad education, particularly in literature, history, and physical science, will find that it enables them to avail themselves much more fully of the professional training which this school affords. It is decidedly recommended that all who intend to be teachers procure for themselves, if possible, at least a high school education before entering this school.

Preparation. — For the benefit of those who may wish to prepare themselves for the work of the Normal School, and for the guidance of teachers who have pupils intending to enter, the following suggestions are made:

English. — There should be some knowledge of English Literature; a few books, at least, should be carefully read. The following books are suggested:

Irving's Sketch Book.	Longfellow's Hiawatha.
Hawthorne's Wonder Book.	Scott's Lady of the Lake.

The knowledge of these books is far less important than the ability to write good English. Scholars should, therefore, have practice in writing. They should spell correctly and punctuate intelligently. They should use words with exactness, and every sentence should be grammatical. Teachers may train for this by criticism and by much reading of good English.

Arithmetic. — It is necessary to know the general operations of Arithmetic, and to have facility in the use of them. The ability to perform simple problems should be cultivated, but students are advised not to waste their time on puzzling problems.

Geography. — In Geography a knowledge of the general features of the earth is desired, rather than a particular acquaintance with a great number of places. The preparation should be such that those who enter can read intelligently with a map in hand. The use of outline maps is recommended.

History. — The teaching in History should not be confined to one text-book, but should be conducted by read-

ings in all available books upon events in our history and upon our institutions. Scholars should remember the ideas of the books, so as to state them in their own words.

Text-Books. — The following text-books are recommended: Whitney's Essentials of English Grammar. Wheeler's Second Book in Arithmetic. Peck's First Book in Number. Grove's Geography (Appleton's History Primers). Geikie's Physical Geography (Appleton's Science Primers). Johnston's United States History.

General.— It is understood that none enter this school unless for the purpose of becoming competent teachers. If, in the case of any pupils, the earnestness of this purpose — which must be declared in writing — is negatived by unfaithfulness, or if unfitness for this calling is disclosed, such pupils must not expect to be allowed to remain in the school.

Classes.— Classes are organized only in the fall. Entering in the middle of the year is unadvisable, and generally not permitted.

The later work of the course consists of observation with a steadily increasing amount of practice.

COURSE OF STUDY

JUNIOR YEAR

Chemistry 12 weeks 5 hours a week	*Zoology* 13 weeks 4 hours a week	*Inventional Geometry* 16 weeks 5 hours a week	*Language* 40 weeks 5 hours a week	*American Literature* 20 weeks 1 hour a week	*Writing* 20 weeks 2 hours a week
Physics 14 weeks 5 hours a week	*Physiology* 14 weeks 4 hours a week	*Arithmetic* 20 weeks 5 hours a week			*Singing* 40 weeks 3 hours a week
Geology 4 weeks 5 hours a week	*Botany* 13 weeks 4 hours a week	*Algebraic Equations* 4 weeks 5 hours a week		*English Literature* 20 weeks 1 hour a week	*Drawing* 40 weeks 2 hours a week
Geography 10 weeks 4 hours a week					*Gymnastics* 40 weeks 3 hours a week

SENIOR YEAR

Geography 10 weeks 5 hours a week	*American History.* 20 weeks 4 hours a week	*Physics* 20 weeks 5 hours a week	*Psychology and Pedagogy* 20 weeks 4 hours a week	*English Literature* 20 weeks 1 hour a week	*Singing* 3 hours a week
Civil Government 10 weeks 4 hours a week					*Drawing* 2 hours a week
					Gymnastics 2 hours a week

Observation and Teaching in Model Schools
20 weeks
5 hours a day

Notes on the Course of Study

The School has two departments:

I. The Normal Department.

II. The Training Department.

I. NORMAL DEPARTMENT

In order to teach one must know something worth teaching. The work in the Normal Department consists mainly of the study of subjects taught in the public schools. The essential truths are emphasized and distinguished from what is incidental.

NATURAL SCIENCE

In the study of Natural Science two ends are kept constantly in view:

Acquiring useful knowledge.

Formation of right habits of thought.

The most important truths underlying common phenomena are carefully studied.

The work is planned with reference to the needs of the common schools of the State.

Chemistry is studied early in the junior year in order that its truths may be of use in the study of Zoölogy, Physiology, Botany, and Geology. Work in the laboratory forms an essential part of the course.

Physics. Those portions of the subjects of Gravitation, Liquids, Gases, and Heat are selected which are essential to an understanding of common phenomena. Much that is called Physical Geography is studied in connection with the above topics.

Force and Motion, Mechanics, Electricity, Sound, and Light are also studied. Individual laboratory work is required.

Geology. Common minerals and rocks. Formation of soil. Work of rain and rivers. Mountain formation. Relation of geological features to industries.

BIOLOGY

Zoölogy. This work should prepare the pupil for the work in Physiology, and lead him to realize the progress of animal life from the lowest to the highest forms. Certain animals are studied as types to represent the different groups, as: Protozoans, amoeba; Radiates, star-fish; Mollusks, clam; Articulates, lobster; Vertebrates, cat. Dissection forms an important feature of the work.

Physiology. The work in Physiology is closely connected with Zoölogy. Sufficient work in Anatomy and Physiology is done to prepare the way for Hygiene. To give that knowledge which is essential to the rational care of the body is the chief end for which this subject is taught.

Botany. The study of Botany is valuable in that it teaches us to recognize the mutual dependence of plant life and animal life, to observe natural beauty, and to inquire into natural phenomena. In order to understand the relations of plants to animals, it is necessary to know the structure and functions of roots, stems, leaves, and flowers. In studying the structure of plants, pupils are trained in careful observation; while Physiological Botany compels them to think of the laws of life, which are essentially the same throughout the organic world.

LANGUAGE

To eliminate faulty language from the practice of the pupils and to give power to speak and to write clear, strong English are the purposes of the work in Language. It is not the aim to give a knowledge of the structure of the language in its refinements or to develop a critical literary taste. The work is based on the belief that speech is a matter of habit. Repetition in utterance and writing of correct forms is considered the most effective mode of perfecting language. Work is done in the following lines:

1. Training to habits of accurate and orderly expression. Reproduction of Science experiments, stories in Literature, etc. Adoption of certain desirable forms; for example, participial phrases and relative clauses.
2. Correction of wrong expressions by the repetition of correct forms.
3. Exercises in correct writing. Neat arrangement, formation of complete sentences, and paragraphing are especially considered.
4. Spelling. Drill on words misspelled in written papers; also on certain words often misspelled, for example, the plurals of nouns ending in *o*.
5. Articulation and pronunciation. Phonic drill and drill on words commonly mispronounced.
6. The elements of Grammar.
7. Exercises in selection of correct forms when more than one is suggested.
8. Punctuation.
9. Writing of special forms, letters, telegrams, etc.
10. Study of meanings of words often confounded.
11. Study of certain standard authors to find economical and convenient expressions.

LITERATURE

The aims are as follows:

To develop a love for reading good books.

To inspire to right living through the study of noble thoughts and noble lives.

To help in the acquisition of good habits of expression through a familiarity with the best models.

Among the authors studied are:

First year.— Longfellow, Whittier, Lowell, Hawthorne, Holmes, Irving, Bryant, Emerson; Tennyson, Thackeray, Dickens, Lamb, Scott.

Second year.— Burns, Goldsmith, Johnson, Sheridan, Gray, Pope, Swift, Defoe, Addison; Milton, Shakespeare, Bacon, Chaucer.

Especial attention is directed throughout to the study of those selections which can profitably be used with children.

HISTORY

The study of history should help pupils to appreciate the duties of individuals toward society, and to understand the development of the institutions of this country.

Certain epochs are especially studied; for example:

Civil War — Extension of personal liberty, and preservation of Union.

Revolution — Formation of Union.

Other subjects are

Economic and Social History.

Financial History.

Acquisition of Territory.

Controversies with Other Countries.

Attention is given to biographies of the eminent men of each period.

GEOMETRY

The course in Geometry seeks, first, to make pupils familiar with common space limitations, and to give them a geometrical vocabulary by which they may accurately express ideas concerning the forms of solids and the shapes of figures.

To bring out the relations of space-images to one another, and the relations of their parts, a series of graded problems is given.

Demonstrative geometry, which trains one to follow out a course of reasoning, completes the work. Here the pupil, having acquired a fund of geometrical images, and some knowledge of their relations to one another, compares them and establishes sameness and difference among those relations.

ARITHMETIC

To secure accuracy and rapidity in the common arithmetical calculations of life, much attention is given to oral work in the fundamental operations, in common and decimal fractions, in weights and measures, in percentage and its applications.

Importance is attached to the use of any materials which aid pupils to form correct images of the units of weights and measures and of the relations of units to one another, and to gain a knowledge of common business forms.

In every subject the ability to apply its principles to practical affairs is secured by the working of many practical problems.

Problems involving a knowledge of many of the laws of physics are worked, this being a phase of arithmetic which may well be given a place in public schools, in view of the fact that many boys leave school to follow mechanical pursuits in which a knowledge of the mathematical application of such laws is the foundation of intelligent workmanship.

GEOGRAPHY

Much that is often called Geography is studied in connection with Physics, Chemistry, and Geology. As there is no course in Astronomy, it is necessary that some work be done in Mathematical Geography; but, with that exception, Geography is regarded as a study of location. The following subjects are considered:

Location of —

1. Continents with regard to one another, the equator, the tropics, etc. (Study of comparative latitudes.)
2. Highlands, plains, etc. Volcanic regions.
3. Great river systems and lakes.
4. Trade and return-trade wind regions. Variable wind regions. Monsoons.
5. Gulf stream, Japan stream, Polar currents of the North Atlantic and Pacific Oceans.
6. Desert regions and well-watered tracts.
7. Great fertile regions of the earth.
8. Regions of the United States producing coal, iron, gold, silver, salt, petroleum, copper.
9. Regions of the United States producing wheat, corn, cotton, rice, sugar, wool, hides, beef.
10. Rich fisheries of the United States — seal, salmon, cod, halibut, herring, oyster, and sturgeon.
11. Chief countries of the world and their most important cities.
12. States of the United States and their chief cities.
13. Counties of Connecticut, important cities, railroad lines, etc.

As the chief aim is the acquisition of clear map-pictures, constant practice is given in making sketch-maps of surroundings of places often referred to. Instead of learning long lists of products of each State or country studied, the pupils make maps showing regions of great productiveness of each staple.

Pupils are encouraged to read works of travel, accounts of our own and other countries, etc , both for the sake of getting information and to arouse an interest in the study of location.

DRAWING.

The aims are —

To teach the principles of representation by freehand and mechanical drawing.

To apply this knowledge to the illustration of subject-matter in History, Literature, Sociology, Botany, Geology, Zoölogy, etc.

To give a practical knowledge of color, and of water-color drawing for nature study, map painting, of any of the school subjects mentioned above.

To present the theory of good design, and the historic in Ornament.

To show how to use the subject in its details, with children.

II. TRAINING DEPARTMENT

The model schools organized under Section 5 of the law given on page 9 comprise the schools of the First District, and part of the Second District of the town of Windham. The number of children connected with the schools is 475.

After the teacher has acquired something to teach, she must study and practice the art of teaching. For this purpose the ways of dealing with subjects are exemplified by the teachers in the normal department, and also by competent teachers in model schools. In this work the child is studied, and how to train him is the problem. The teachers in the model schools are very carefully selected, and by them the best work in teaching is exhibited. The value of these model schools for purposes of observation is obvious. Effort is made to have the students preparing to be teachers see the best teaching. During the second year of the course each student serves as an assistant in the various grades of the model schools, thus having experience in teaching under the guidance and criticism of an expert in each grade.

Kindergarten. The kindergarten is the beginning of the child's course in school. Its function is so important that it ought to receive special attention. Here the child enters before he has been subject to any influence of school. Habits of industry and order, attention to useful lines of thought, freedom of expression, and correct deportment can be worked for at this time with least resistance.

In the kindergarten the way to interest children and to hold their attention is best illustrated.

The members of the Senior Class in the Normal School observe in the Kindergarten. The Kindergartner gives this class a careful statement of the principles and theory involved, and instructs in the occupations relating to primary work.

Pupils cannot be permitted to do the work of the training department unless their preliminary work in the other departments is satisfactory. Moreover, no pupils will be allowed to continue in practice who are unable to teach the children properly.

GENERAL INFORMATION

EXPENSES

The advantages of the school are offered free to all who declare their intention to teach in the common schools of this State.

Necessary text-books are provided without charge. Pupils are advised to purchase a few reference books.

The average cost of board and washing is about $3.50 a week. The total average cost per pupil, not including amount paid for clothing and traveling expenses, is thus less than $200 per year.

Some do their own housework and reduce the expense of board to one-half or two-thirds the sum named above.

Comfortable rooms and good board can be secured after students arrive at Willimantic. At the beginning of the term the Principal will be found at the Normal School Building, and will assist newcomers in finding boarding places.

VISITORS

All departments are open to visitors interested in education. Teachers from schools of the State are especially welcome.

LIBRARY

The library contains nearly 3,000 volumes. To promote its efficiency as a working library, extra copies of books in frequent demand are provided. Duplicate volumes number more than 1,000.

In addition to those already mentioned there are over 3000 volumes in the model school rooms.

A card catalogue recently completed greatly enhances the value of the library.

The principal periodicals are to be found in the library.

GRADUATION

A diploma is awarded to those who attain the required standard of scholarship in every prescribed subject, and who exhibit a fair degree of skill in teaching and governing children.

There are no formal graduating exercises. Pupils are excused when they have satisfied the requirements of the school; but the arrangement of the courses of study is such that the required work cannot be accomplished in less than two years. Diplomas are presented at the close of the summer term only.

Students at the Normal-Training School will receive no diploma of graduation until they have passed the State Examination and secured at least an elementary certificate. [See Conn. School Document No. XIV, 1893.]

Those who receive at the State Examination an "honor certificate" shall be granted a diploma certifying that they have graduated "with honor."

Those who take the prescribed course in the Normal-Training School to the satisfaction of the faculty, and also receive the additional certificate of especial excellence either in English or in Mathematics, or in Elementary Science, or in History and Civil Government, shall be granted a diploma certifying that they have graduated "with great honor."

THE DEMAND FOR TRAINED TEACHERS

The Normal-Training Schools cannot supply the demand for trained teachers. Many towns and districts in the State employ only trained teachers, so far as possible.

There is ample encouragement for college graduates and others of liberal education to prepare themselves for teaching by a course in the Training School.

This survey shows that this school, with its instructors, its collection of books and apparatus, its activity in progressive teaching, its gratuitous instruction, is able to offer decided advantages to all who intend to be teachers.

This school intends to be in accord with the spirit of progress. We have in mind particularly the interests of the children of the State, and we are perfectly willing to break with precedent for the sake of providing the commonwealth with good teachers.

LIST OF STUDENTS

GRADUATES

Class of 1894

Andrews, Mary E.	*Summit, R. I.*
Bass, Harriet M.	*Scotland*
Brierley, Grace E.	*Willimantic*
Boynton, Sarah I.	*South Coventry*
Brown, Bessie A.	*North Stonington*
Chapman, Ella S.	*Ellington*
Colburn, E. Gertrude	*South Coventry*
Flint, Georgianna	*Willimantic*
Frawley, Bertha C	*Thompson*
Gleason, Hattie A.	*Willimantic*
Greene, Alice L.	*Westminster*
Harris, Elfie L.	*Preston*
Jones, Gladys M.	*North Westchester*
Jones, Inez D.	*North Westchester*
Jordan, Mary S.	*Willimantic*
Kelley, Marcella M.	*Norwich Town*
Kelley, Mary M.	*Norwich Town*
Kinney, Florence M.	*Stafford*
Livingstone, Alice M.	*Taftville*
Potter, Orrie P.	*Willimantic*
St. John, Delia E.	*Norwich*
Satterlee, Amy B.	*Gale's Ferry*
Thomas, Augusta M.	*Willimantic*
Turner, Alice May	*Willimantic*
White, Daisy	*Hopevale*
Wood, Cora M.	*Wauregan*

SENIOR CLASS.

Andrews, Sarah J.	*Summit, R. I.*	88 Spring
Backus, Annie E.	*Willimantic*	114 Spring
Ballard, Laura C.	*Thompson*	114 Spring
Brown, Ella M.	*Merrow*	
Campbell, Annie M.	*Preston*	204 Summit
Chapman, John Lee, Jr.	*Central Village*	31 Walnut
Dimmick, Maud E.	*Willimantic*	42 High
Dwight, M. Grace	*New London*	120 North
Kellogg, Maud M.	*Taftville*	32 Union
Miller, Leonora E.	*Norwich Town*	

Murphy, Susan T.	*Willimantic*	465 Main
Noyes, Edgar W.	*Liberty Hill*	
Perkins, Annie L.	*Willimantic*	195 High
Perkins, Frank E.	*South Coventry*	31 Walnut
Ritchie, Maud F.	*Montville*	30 River
Robertson, George H.	*South Coventry*	
Shea, Mary A.	*Willimantic*	27 Union
Sibley, Mary M.	*Brooklyn*	94 Prospect
Stone, Grace G.	*Willimantic*	394 Pleasant
Suydam, Gertrude L.	*Salisbury*	73 Maple Ave.
Talbot, Rose A.	*Coventry*	59 Park
Tripp, Annie I.	*Central Village*	93 North
Wright, Lulu May	*Coventry*	94 Prospect

Total 23

JUNIOR CLASS

Alford, Alice M.	*Willimantic*	196 Prospect
Arnold, Grace	*Putnam*	
Bass, Egbert A.	*Coventry*	13 Turner
Britner, Annie B.	*Willimantic*	54 Meadow
Browne, Katherine L.	*Willimantic*	23 Park
Burton, Margaret C.	*Norwich*	144 Spring
Carpenter, Bertha	*Moosup*	Windham
Chappell, Emma J.	*Quarryville*	95 Spring
Copeland, Henrietta M.	*Ashford*	286 Walnut
Courtney, Margaret T.	*Willimantic*	198 Jackson
Curtis, Abbie R.	*South Killingly*	150 Spring
Daley, Celia M.	*Moosup*	227 Jackson
Daniels, Inez A.	*Stafford Springs*	423 Main
Dimock, Jessie M.	*Willimantic*	275 Summit
Easterbrooks, Maud	*Mansfield Depot*	
Gates, Sadie E.	*East Hampton*	150 Spring
Hanna, Grace L.	*Montville*	30 River
Hayes, Lizzie T.	*Norwich*	142 Jackson
Hopkins, Callie E.	*Plainfield*	
Ives, Rosa J.	*Lyme*	36 Union
James, Alice E.	*North Windham*	
Keeney, Katie	*North Coventry*	215 Church
Kingsbury, Myrtice	*Thompson*	114 Spring
Lanphear, Cora E.	*North Windham*	48 Spring
Lyman, Albert E.	*Columbia*	
Lyman, Fannie E.	*Columbia*	
McNeely, Nancy C.	*Norwich*	254 Walnut
Murphy, Nellie	*Bozrahville*	68 Jackson
Murray, Mary L.	*Willimantic*	189 Jackson
O'Neill, Frances T.	*Willimantic*	201 Jackson
Remington, Clara Edna	*Scotland*	Windham
Stanley, Lovis H.	*Brooklyn*	

3 0112 105619321

Sugrue, Agnes C.	*Willimantic*	71 Chapman
Sullivan, Bridget A.	*Willimantic*	457 Main
Sullivan, Cecelia M.	*Norwich*	76 Spring
Sullivan, Margaret B.	*Stafford Springs*	11 Center
Tarbox, Annie D.	*Hanover*	15 Fairview
Tracey, Coral E.	*Willimantic*	
Tryon, Emma	*Willimantic*	
Turner, Rose S.	*Norwich*	144 Spring
Weller, Ida May	*Taftville*	84 Spring
Wheeler, Elizabeth L.	*New London*	59 Park
Whitehouse, Lottie M.	*Ashford*	48 Spring
Wilcox, Wells S.	*Coventry*	
Williams, Mary A.	*Willimantic*	137 Walnut
Young, Josephine H.	*Dayville*	147 Church

Total 45

SUMMARY

Senior Class	23	
Junior Class	46	
		69
Model School Department		475
Total belonging to School in 1894		544